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ABSTRACT

The Plan addresses ways of creating and maintaining productive work environments for academic women at the University of Minnesota. The plan is intended to be flexible, yet sufficiently detailed to provide concrete ideas and direction to units working to establish more inspiring and hospitable workplaces for their faculty and staff. Its focus is on recruitment, retention, professional development, and recognition; instruction and curriculum restructuring; campus attitudes, norms, and values; and the institutional decision making and administrative accountability needed to mobilize the full potential of university women. Details are provided on: guiding principles of the plan; objectives of the plan; dimensions of the academic environment included in the plan (recruitment, retention, recognition, development, curriculum restructuring, institutional norms, values, and attitudes, institutional decision making, and administrative accountability); and implementing the plan (by the University Commission of Women and unit planning groups). (SM)

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The Minnesota Plan II

for Improving the Academic Environment and Campus Climate for University of Minnesota Women Faculty, Administrators, and Academic Professional Staff

A Working Paper—December 1988

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UNIVERSITY OF MINNESOTA

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We have a tremendous reservoir of talent within this University. One of our great challenges as a university community is to create an environment in which talent can best be expressed, in which people work to their greatest productive and creative potential. To ensure such an environment, we must respond to the interests and concerns of an increasingly diverse academy.

The Minnesota Plan II is a major step toward the creation of such an environment. With the plan, we make a commitment to improving the academic environment and campus climate for women. We have numerous examples of successful models for change already at work within the University. In this initiative, we recognize our successes and draw on them to face our challenges. The plan is principled, flexible, and pragmatic, the kind of approach we need during times of change.

Richard J. Sauer
Interim President

We are pleased to present the Minnesota Plan II, a cooperative effort of the Office of the Provost and Vice President for Academic Affairs and the Office of Equal Opportunity and Affirmative Action. This initiative began in the winter of 1988 with the creation of the position of special assistant to the provost and vice president for academic affairs and to the director of equal opportunity. The duties of the special assistant are:

- to assess the situation of academic women at the University;
- to develop a University plan to improve and enhance the professional environment for academic women;
- to generate support for this plan among University faculty, staff, and administrators; and
- to coordinate the implementation of new or revised policies, programs, and administrative arrangements developed within this planning framework.

In March, Roger Benjamin, then provost and vice president for academic affairs, appointed associate professor of anthropology Janet Spector to the position. Using an anthropological approach, Spector began a series of ethnographic interviews with faculty and staff members to assess the varying situations for women at the University. These interviews laid the foundation for early drafts of the Minnesota Plan II.

Spector tested an early version of the plan with a group of 50 people experienced in working on issues related to academic women on our campuses, then continued the consultation process with faculty governance groups, University deans, directors, and central administrators to further revise and fine-tune this initiative.

The Minnesota Plan II addresses ways of creating and maintaining productive work environments for women. It is flexible, yet sufficiently detailed to provide concrete ideas and direction to units working to establish more inspiring and hospitable workplaces for their faculty and staff. The plan is part of a larger effort within the offices of academic affairs and equal opportunity to provide units with the resources and expertise essential for creative problem solving and effective planning.

The Minnesota Plan II Working Paper presented here is intended to generate widespread discussion, involvement, and participation throughout the University. It calls for support and commitment from all members of the University community. Its goal—a more humane academic environment—will benefit us all.

Shirley M. Clark
Acting Provost and Vice President for Academic Affairs

Patricia A. Mullen
Director, Office of Equal Opportunity and Affirmative Action

Introduction to the Minnesota Plan II

The Minnesota Plan II outlines a comprehensive agenda for improving and enhancing the professional environment and campus climate for academic women. Though it focuses specifically on women faculty, administrators, and academic professional staff, its underlying principles and spirit also apply to women students and civil service personnel and men in underrepresented groups.

The Minnesota Plan II builds upon the past two decades of University initiatives designed to enhance educational and professional experiences and opportunities for women. The first Minnesota Plan, initiated in 1959 with Carnegie Corporation funds, was designed to "mobilize all the resources of the University in an attempt to meet flexibly and individually the diverse timetables, interests, and questions of . . . women." A number of pioneering programs including Continuing Education for Women and the Minnesota Women's Center were established at the University of Minnesota during that phase.

This new phase of planning focuses on recruitment, retention, professional development, and recognition; instruction and curriculum restructuring; campus attitudes, norms, and values; and the institutional decision making and administrative accountability needed to mobilize the full potential of University women.

The Minnesota Plan II responds to University faculty governance resolutions and administrative mandates dating back to the early 1970s. (See "Report of the Senate Committee on Faculty Affairs," *Minutes* of the Senate, May 27, 1971.) Recent examples include the following:

> WHEREAS: Despite all the efforts of the past, insufficient progress has been made in achieving diversity with regard to gender and race in the student body and faculty;
>
> BE IT RESOLVED: that the University administration should develop new and strong incentives for administrators at all levels, especially the department level, to improve recruitment, development, and retention of minorities and women.
>
> COMMENT: Since we feel that administrative exhortations have begun to be taken for granted, this resolution implies concrete incentives and rewards. (Twin Cities Faculty Assembly Resolution, *Minutes* of the Twin Cities Faculty Assembly, December 3, 1987.)

> ...the Provost will provide education for deans and department chairs with respect to the range of successful affirmative action efforts that they might consider, special problems facing women and minority faculty, and special assistance that might increase their chances for success. Progress in achieving affirmative action goals shall be one criterion by which deans and department heads are judged in administrative reviews for reappointment.
>
> It is clear that special efforts are required for recruitment, development and retention of minorities and women. The University needs to make sure that each administrator . . . accepts personal responsibility for success in the affirmative action program. (Academic Priorities Statement 1988-1993, *Commitment to Focus*, February 1988.)

Guiding Principles of the Plan

Through the Minnesota Plan II, the University of Minnesota aims to create a humane professional environment in which all members of the community can work at their full potential. To achieve this the following guiding principles have been established:

1) The University will not tolerate discriminatory practices against or differential treatment of women in the areas of instruction, hiring, evaluation, promotion, pay, or any forms of institutional reward or recognition.
2) The University will actively discourage and work toward elimination of actions and practices that devalue, trivialize, or peripheralize the contributions, perspectives, or accomplishments of women.
3) The University recognizes and values diversity within its community and will act to take such diversity into account in institutional planning, organization, and decision making.

Objectives of the Plan

This plan has two primary objectives:

- To remove obstacles and barriers currently limiting or having a negative impact on women's academic productivity and/or advancement, including discriminatory practices or differential treatment in instruction, hiring, evaluation, promotion, pay, or institutional recognition; and
- To create new programs, structures, and opportunities for women designed to enhance productivity and advancement.

Dimensions of the Academic Environment Included in the Plan

In order to accomplish the goals and objectives of the Minnesota Plan, administrative units will be asked to assess the work environment for women and then to develop proposals **specific to their units** to improve the situation for women in any or all of the areas outlined below.

Recruitment, Retention, Recognition, and Development

This area encompasses strategies to improve recruitment and retention of women, to foster their professional development, and to give full institutional recognition to their professional accomplishments. This may include efforts to:

- Improve search, screening, and selection procedures for faculty and staff positions in areas where women are underrepresented.
- Develop regular and effective mentoring systems for junior faculty that take into account the different experiences of men and women, particularly in the contexts of promotion and tenure, merit, and any other arenas related to professional advancement.
- Improve recruitment, funding, and retention practices for women graduate students in areas where they are underrepresented.
- Improve communication about University or outside grants, fellowships, and other funding to support teaching or research endeavors.
- Develop effective training programs for faculty, administrators, and staff that take into account the different experiences of men and women.

Curriculum Restructuring

This area of planning includes revision of existing courses, development of new courses, changes in degree requirements, and organization of colloquia or seminars to reflect the new scholarship in women's studies, U.S. ethnic studies, and third-world area studies. This may include:

- Expanding the graduate and undergraduate curriculum and encouraging research efforts in these areas of scholarship.
- Increasing funding and support for faculty development, revitalization, and training in these new areas of scholarship.

Institutional Norms, Values, and Attitudes

This area concerns existing attitudes, norms, and values—both implicit and explicit—that have a negative effect on the workplace environment for women. Changing such conditions will entail:

- Educating members of the University community about covert discrimination, unprofessional behavior, differential perception, and judgments of men and women.
- Identifying and changing institutional standards and practices that assume that the typical member of the academic community is a white, middle-class man freed from primary household, child-care, or community responsibilities.

Institutional Decision Making and Administrative Accountability

This sphere of planning has two facets:

- Development of **effective guidelines and training** for University committees involved in hiring, awarding grants and honors, and recommending promotion, tenure, or merit to eliminate differential treatment or perception of men and women.
- Development of **effective leadership training and review** procedures for departmental, collegiate, or other University administrators to improve and evaluate performance in affirmative action and equal opportunity.

The success of the Minnesota Plan II depends on the support and leadership efforts of faculty, staff, and administrators. Deans and department heads are in especially important positions to affect the academic environment for women within their units.

Reviews to evaluate administrative performance at the departmental level should include the following kinds of questions. With minor modifications these could be reframed for administrators at other levels. During orientation programs, new administrators should be made aware of the different ways to improve and enhance the work environment.

General Work Environment Questions

What specific steps have you taken in the areas of recruitment, retention, recognition, or professional development of academic women in your unit?

In what specific ways have you mentored, supported, or otherwise encouraged academic women in your unit?

How would you characterize the overall "climate" for women in your unit?

To whom do you go for advice about women's issues?

What do you consider the three or four most serious barriers or obstacles currently limiting the productivity and advancement of women in your unit?

What specific actions have you taken to demonstrate your commitment to affirmative action or to the improvement of the professional environment for women in your unit?

Which of your accomplishments in the area of equity for women gives you the most satisfaction? Which have you found the most difficult to achieve?

Unit Governance Questions

What are the most important committees in your unit?

How are members selected to serve on these committees?

How many men and women serve on these committees?

How are the interests of women and minorities represented on these committees?

Merit and Salary Questions

How are salary decisions made in your unit?

Have you initiated a salary review in your unit to detect any patterns of discrimination on the basis of sex?

Are there any **gender-specific** salary disparities in your unit that cannot be justified in terms of quality of job performance or length of time in rank?

If inequities exist, what are your plans for adjusting them?

Grievance and Complaint Questions

Have women complained to you about sexual harassment or discrimination in working with professors or staff in your unit?

What specific steps have you taken to respond to such complaints?

Have women students or faculty complained directly to you about specific practices, actions, or attitudes of yours that they find discriminatory?

How did you respond to such complaints?

Retention and Advancement Questions

How many tenure-track men and women have been hired during your administrative term?

How many women and men have been denied promotion or tenure in your unit during your administrative term?

How many women and men have been promoted or given tenure in your unit during your term?

How many tenured or tenure-track men and women faculty have resigned during your administrative term?

Implementing the Minnesota Plan II

University Commission on Women

A University Commission on Women was appointed by the vice president for academic affairs and the director of equal opportunity in October 1988. The Commission on Women will provide direction, leadership, and expertise to the University community in its efforts to enhance and improve the professional environment for academic women as guided by the Minnesota Plan II.

The commission will foster and facilitate communication and discussion about issues of general concern to University women; provide leadership in developing programs and policies—or revising existing University programs and policies—needed to improve the campus climate and professional environment for women; and provide the resources and support necessary to move funding, programmatic, and policy proposals through regular University governance or other channels.

The 1988-89 commission is a broadly based group of faculty and academic professional and administrative staff selected to represent different constituencies of women by University administrative unit, academic rank, and professional position. The membership also reflects and responds to the interests and concerns of underrepresented groups including women of color, third-world women, educationally and economically disadvantaged women, lesbian women, and disabled women.

Unit Planning Groups

Unit Planning Groups will be charged with assessing the professional environment for women in their units. Then, in collaboration with their constituencies, their administrators, and the special assistant's office, they will develop specific plans and implementation strategies for improving the environment for women, tailored to the conditions in their units.

Members of the Unit Planning Groups will be selected on the basis of their **already demonstrated** interest and/or experience in working on behalf of women students or staff at the University. Selection procedures will be developed by members of the unit working in consultation with the Commission on Women.

The size and composition of these groups should reflect the interests and concerns of the different constituencies of women in the unit with respect to rank, professional status or position, and other relevant measures of diversity.

I am pleased to see the development of the Minnesota Plan II to help improve the working and living conditions for women on campus. As an administrator, I try very hard to be sensitive to the needs and problems of women and other underrepresented groups, but I'm aware that I have a limited perspective. I feel that the review of administrators by women who work for and with them is a very important part of the plan. I do not look upon it as threatening, but as a way of gathering information that will help each of us do our job better.

I find the rest of the plan equally sensible, and I look forward to its implementation.

P.T. Magee
Dean, College of Biological Sciences

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I have reviewed the draft proposal of the Minnesota Plan II and find the contents heartening. I agree that administrative leadership is essential to its success. However, ownership by tenured faculty of the objectives is of equal importance. Administrators can establish goals and set the environment for increased diversity of faculty, but it is in the collegial interchange where sensitivity to interests and aspirations of women and minorities is played out.

Ellen T. Fahy
Dean, School of Nursing

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I am very pleased to see the Minnesota Plan II moving ahead. I especially appreciate the guidance the plan offers to persons like myself who have wanted to make positive contributions toward improving the academic environment for women, but who haven't known just what we should do.

Keith Wharton
Acting Dean, College of Agriculture

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The second phase of the Minnesota Plan is a significant base for improving women's aspirations and actions at the University of Minnesota. It requires steps that will change the intellectual as well as political culture of the University of Minnesota, Duluth, College of Liberal Arts. I am pleased to be part of these efforts. We need vigorous action on the issues presented here in coordinated University-wide efforts to reach these goals.

Judy Gillespie
Dean, College of Liberal Arts, University of Minnesota, Duluth

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This plan is a refreshing change from the adversarial norm. The beneficiary will be the University community.

Cherie Perlmutter
Associate Vice President, Health Sciences

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I am very hopeful that the Minnesota Plan II will be successful in encouraging a supportive work climate for women faculty at the University of Minnesota. In order for this University to achieve its potential as a leading research university, it is essential that women and minorities have an equal opportunity to be successful in their teaching and research.

Robert Stein
Dean, Law School

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I welcome and look forward to seeing that the Minnesota Plan II is a great success. A proactive rather than legalistic plan on the part of the University is essential if we are to effectively nurture the talents and gifts of all the members of our community, and to enlarge this community so that waste of talent does not continue. I am, of course, particularly concerned with the unacceptably low participation rate of women in all aspects of engineering and science.

In my opinion, the Minnesota Plan II addresses key issues related to removing barriers for women, improving recruitment and development efforts, and, in general, improving the quality of the work environment. We in the Institute of Technology are committed to determined action as part of the Minnesota Plan II to bring about significant progress in all these areas. Our intellectual and educational well-being depends on this progress.

E.F. Infante
Dean, Institute of Technology

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I am pleased that the University is moving forward with the Minnesota Plan II. In 1959, with help from the Carnegie Corporation, Continuing Education and Extension originated the Minnesota Plan, the first of its kind in the United States. It is now time for an advancement of the role and status of women in higher education and the new Minnesota Plan will again set the pace for the nation.

Harold A. Miller
Dean, Continuing Education and Extension

University of Minnesota
1988-89 Commission on Women

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